

Activity: Danielson Framework for Teaching

Domain 1: Planning and Preparation

Component	Element	Indicators	Connections to Standards-Aligned, Multi-Tiered Instruction
1a: Demonstrating Knowledge of Content and Pedagogy	<i>Knowledge of . . .</i> <ul style="list-style-type: none"> Content and the structure of the discipline Prerequisite relationships Content-related pedagogy 	Lesson and unit plans that reflect important concepts in the discipline	
		Lesson and unit plans that accommodate prerequisite relationships among concepts and skills	
		Clear and accurate classroom explanations	
		Accurate answers to students' questions	
		Feedback to students that furthers learning	
		Interdisciplinary connections in plans and practice	
1b: Demonstrating Knowledge of Students	<i>Knowledge of . . .</i> <ul style="list-style-type: none"> Child and adolescent development The learning process Students' skills, knowledge, and language proficiency Students' interests and cultural heritage Students' special needs 	Formal and informal information about students gathered by the teacher for use in planning instruction	
		Student interests and needs learned by the teacher for use in planning	
		Teacher participation in community cultural events	
		Teacher-designed opportunities for families to share their heritages	
		Database of students with special needs	
1c: Setting Instructional Outcomes	<ul style="list-style-type: none"> Value, sequence and alignment Clarity Balance Suitability for diverse students 	Outcomes of a challenging cognitive level	
		Statements of student learning, not student activity	
		Outcomes central to the discipline and related to those in other disciplines	
		Outcomes permitting assessment of student attainment	
		Outcomes differentiated for students of varied ability	

1d: Demonstrating Knowledge of Resources	<ul style="list-style-type: none"> Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students 	Materials provided by the district	
		Materials provided by professional organizations	
		A range of texts	
		Internet resources	
		Community resources	
		Ongoing participation by the teacher in professional education courses or professional groups	
		Guest speakers	
1e: Designing Coherent Instruction	<ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure 	Lessons that support instructional outcomes and reflect important concepts	
		Instructional maps that indicate relationships to prior learning	
		Activities that represent high-level thinking	
		Opportunities for student choice	
		Use of varied resources	
		Thoughtfully planned learning groups	
		Structured lesson plans	
1f: Designing Student Assessments	<ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning 	Lesson plans indicating correspondence between assessments and instructional outcomes	
		Assessment types suitable to the style of the outcome	
		Variety of performance opportunities for students	
		Modified assessments available for individual students as needed	
		Expectations clearly written with descriptions for each level of performance	
		Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction	

Domain 2: The Classroom Environment

Component	Element	Indicators	Connections to Standards-Aligned, Multi-Tiered Instruction
2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> Teacher interactions with students, including both words and actions Student interactions with other students, including both words and actions 	Respectful talk, active listening, and turn-taking	
		Acknowledgment of students' backgrounds and lives outside the classroom	
		Body language indicative of warmth and caring shown by teachers and students	
		Physical proximity	
		Politeness and encouragement	
		Fairness	
2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> Importance of the content and of learning Expectations for learning and achievement Student pride in work 	Belief in the value of what is being learned	
		High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation	
		Expectation of high-quality work on the part of students	
		Expectation and recognition of effort and persistence on the part of students	
		High expectations for expression and work products	
2c: Managing Classroom Procedures	<ul style="list-style-type: none"> Management of instructional groups Management of transitions Management of materials and supplies Performance of classroom routines 	Smooth functioning of all routines	
		Little or no loss of instructional time	
		Students playing an important role in carrying out the routines	
		Students knowing what to do and where to move	

2d: Managing Student Behavior	<ul style="list-style-type: none"> ▪ Expectations ▪ Monitoring of student behavior ▪ Response to student misbehavior 	Clear standards of conduct, possible posted, and possibly referred to during a lesson	
		Absence of acrimony between teacher and students concerning behavior	
		Teacher awareness of student conduct	
		Preventive action when needed by the teacher	
		Absence of misbehavior	
		Reinforcement of positive behavior	
2e: Organizing Physical Space	<ul style="list-style-type: none"> ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources 	Pleasant, inviting atmosphere	
		Safe environment	
		Accessibility for all students	
		Furniture arrangement suitable for learning activities	
		Effective use of physical resources, including computer technology, by both teacher and students	

Domain 3: Instruction

Component	Element	Indicators	Connections to Standards-Aligned, Multi-Tiered Instruction
3a: Communicating with Students	<ul style="list-style-type: none"> ▪ Expectations for learning ▪ Directions for activities ▪ Explanations of content ▪ Use of oral and written language 	Clarity of lesson purpose	
		Clear directions and procedures specific to the lesson activities	
		Absence of content errors and clear explanations of concepts and strategies	
		Correct and imaginative use of language	
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> ▪ Quality of questions/ prompts ▪ Discussion techniques ▪ Student participation 	Questions of high cognitive challenge, formulated by both students and teacher	
		Questions with multiple correct answers or multiple approaches, even when there is a single correct response	
		Effective use of student responses and ideas	
		Discussion, with the teacher stepping out of the central, mediating role	
		Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates	
		High levels of student participation in discussion	

3c: Engaging Students in Learning	<ul style="list-style-type: none"> ▪ Activities and assignments ▪ Grouping of students ▪ Instructional materials and resources ▪ Structure and pacing 	Student enthusiasm, interest, thinking, problem solving, etc.	
		Learning tasks that require high-level student thinking and invite students to explain their thinking	
		Students highly motivated to work on all tasks and persistent even when the tasks are challenging	
		Students actively "working," rather than watching while their teacher "works"	
		Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection	
3d: Using Assessment in Instruction	<ul style="list-style-type: none"> ▪ Assessment criteria ▪ Monitoring of student learning ▪ Feedback to students ▪ Student self-assessment and monitoring of progress 	The teacher paying close attention to evidence of student understanding	
		The teacher posing specifically created questions to elicit evidence of student understanding	
		The teacher circulating to monitor student learning and to offer feedback	
		Students assessing their own work against established criteria	
3e: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> ▪ Lesson adjustment ▪ Response to students ▪ Persistence 	Incorporation of students' interests and daily events into a lesson	
		The teacher adjusting instruction in response to evidence of student understanding (or lack of it)	
		The teacher seizing on a teachable moment	

Domain 4: Professional Responsibilities

Component	Element	Indicators	Connections to Standards-Aligned, Multi-Tiered Instruction
4a: Reflecting on Teaching	<ul style="list-style-type: none"> ▪ Accuracy ▪ Use in future teaching 	Accurate reflections on a lesson	
		Citation of adjustments to practice that draw on a repertoire of strategies	
4b: Maintaining Accurate Records	<ul style="list-style-type: none"> ▪ Student completion of assignments ▪ Student progress in learning ▪ Non-instructional records 	Routines and systems that track student completion of assignments	
		Systems of information regarding student progress against instructional outcomes	
		Processes of maintaining accurate non-instructional records	
4c: Communicating with Families	<ul style="list-style-type: none"> ▪ Information about the instructional program ▪ Information about individual students ▪ Engagement of families in the instructional program 	Frequent and culturally appropriate information sent home regarding the instructional program and student progress	
		Two-way communication between teacher and families	
		Frequent opportunities for families to engage in the learning process	
4d: Participating in the Professional Community	<ul style="list-style-type: none"> ▪ Relationships with colleagues ▪ Involvement in a culture of professional inquiry ▪ Service to the school ▪ Participation in school and district projects 	Regular teacher participation with colleagues to share and plan for student success	
		Regular teacher participation in professional courses or communities that emphasize improving practice	
		Regular teacher participation in school initiatives	
		Regular teacher participation in and support of community initiatives	

4e: Growing and Developing Professionally	<ul style="list-style-type: none"> ▪ Enhancement of content knowledge and pedagogical skill ▪ Receptivity to feedback from colleagues ▪ Service to the profession 	Frequent teacher attendance in courses and workshops; regular academic reading	
		Participation in learning networks with colleagues; freely shared insights	
		Participation in professional organizations supporting academic inquiry	
4f: Showing Professionalism	<ul style="list-style-type: none"> ▪ Integrity and ethical conduct ▪ Service to students ▪ Advocacy ▪ Decision making ▪ Compliance with school and district regulations 	The teacher having a reputation as being trustworthy and often sought as a sounding board	
		The teacher frequently reminding participants during committee or planning work that students are the highest priority	
		The teacher supporting students, even in the face difficult situations or conflicting policies	
		The teacher challenging existing practice in order to put students first	
		The teacher consistently fulfilling district mandates regarding policies and procedures	